

How to Raise Emotionally Healthy Children



Volume 1: Babies

• Volume 2: Toddlers

• Volume 3: Preschoolers

Facilitator's Guide

Intended Use

Among the many parenting techniques and strategies taught today, one fact remains consistent: emotional health is an important part of a child's future success in school and life. The parent-child relationship in early childhood greatly influences this development. After watching any volume in this series, adapted from Dr. Gerald Newmark's highly acclaimed book, *How to Raise Emotionally Healthy Children: Meeting the Five Critical Needs of Children...and Parents Too!*, parents should be able to understand why their child's emotional health is important, what the five critical emotional needs are, and how to meet them.

This guide is designed to help you make the most of *How to Raise Emotionally Healthy Children*. Each volume (*Babies*, *Toddlers*, and *Preschoolers*) speaks to specific parent-child challenges of that age and how parents can react in a way that meets their child's emotional needs: to feel respected, important, accepted, included, and secure. Throughout the program, educators will have an opportunity to pause the video and discuss questions on the screen. In addition, parents will learn about life skills that enhance their own emotional health.

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Suggested Facilitator Presentation

This video series is intended for use in hospital or community parenting classes, family resource centers, government parenting programs (including those that conduct home visits), child abuse prevention programs, childcare organizations, preschools, and high school or college courses that teach students about parenting and/or children's emotional health, or as part of a lending library. The target audience is parents and caretakers of children ages birth to five and students learning about parenting.

Suggested use of materials:

- Review the video and Facilitator's Guide.
- Determine the appropriate volume for your presentation (each volume covers a different age range).
- Make the necessary number of copies of the Parent Handouts that correspond with the volume you are presenting (pp. 6-12). *Note: Spanish language parent handouts are also available at InJoyVideos.com.*
- At the beginning of the class or home visit, start a discussion about parent-child relationships using the general discussion questions on page 6. You can pass out copies for parents to write on, or simply ask the question and discuss one-on-one, in pairs, or as a group.
- Present the video entirely or in segments (segment skip points are indicated in the program overviews by a >).
- Stop for discussion as needed (suggested discussion stopping points are indicated in the program overviews).
- Provide your class members with copies of the appropriate Parent Handout(s) before they leave class. Review, fill in, and discuss if time permits.
- **Daily Parent Journal Activity:** Type or write your organization's name in the space provided. Make copies of the cover and guiding questions (p. 11). Staple together with additional blank pages.
- **"5 Critical Emotional Needs" Card Parent Activity:** Hand out large index cards, pens, and crayons or markers if you have them. Together, list the five critical emotional needs and some ways for parents to meet them. Change bullets as needed depending on the age of the children.
- If there is a follow-up class, check in with parents about their progress.

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Parent handouts, activities, and discussion questions from
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How to Raise Emotionally Healthy Children

Program Overview

Volume 1: Babies

> = *program skip points*

> **Introduction** (1:00)

> **The Five Critical Emotional Needs of Babies:** respected, important, accepted, included, and secure (8:14)

Suggested Stopping Point

At the end of this section you have the option to pause and discuss how viewers' emotional needs were met when they were children:

- How were you included in family events?
- How were you treated when you did something wrong?
- Is there anything you would like to do differently now that you are a parent?

> **Situation 1: Crying** (5:19)

While texting with a friend, Kimberly ignores her baby's cries (respect, accepted, included)

Suggested Stopping Point

Discuss questions that appear on screen:

- Think about how Kimberly met her baby's critical emotional needs.
- What helped? What didn't help?

> **Parent Skill-Builder: Stress Management** (responding to a crying baby; parent time-out; getting rest; getting help)

> **Situation 2: A New Babysitter** (4:55)

Krislen tells her baby not to cry when she rushes through her goodbye routine (accepted, important, secure)

Suggested Stopping Point

Discuss questions that appear on screen:

- Think about how Krislen met her baby's critical emotional needs.
- What helped? What didn't help?

> **Parent Skill-Builder: Time Management** (prioritize important tasks; delegate; plan ahead)

> **Situation 3: Exploration** (5:03)

As Oscar tries to cook dinner, he overreacts when his crawling baby starts to eat dog food (secure, important, included)

Suggested Stopping Point

Discuss questions that appear on screen:

- Think about how Oscar met his baby's critical emotional needs.
- What helped? What didn't help?

> **Parent Skill-Builder: Self-Reflection** (reflect on your own behavior in a daily journal, and learn from your experience)

How to Raise Emotionally Healthy Children

Program Overview

Volume 2: Toddlers

> = *program skip points*

> **Introduction** (1:00)

> **The Five Critical Emotional Needs of Toddlers:** respected, important, accepted, included, and secure (8:34)

Suggested Stopping Point

At end of this section you have the option to pause and discuss how viewers' emotional needs were met when they were children:

- How were you included in family events?
- How were you treated when you did something wrong?
- Is there anything you would like to do differently now that you are a parent?

> **Situation 1: No! I Won't!** (5:11)

When her toddler refuses to sit in the highchair, Jeannie threatens no snack (accepted, important, included)

Suggested Stopping Point

Discuss questions that appear on screen:

- Think about how Jeannie met her toddler's critical emotional needs?
- What helped? What didn't help?

> **Parent Skill-BUILDER: Family Bonding** (family activities; household tasks; reading together)

> **Situation 2: Parenting in Public** (3:58)

James gets angry with his son in the grocery store check-out line (respected, accepted, secure)

Suggested Stopping Point

Discuss questions that appear on screen:

- Think about how James met his toddler's critical emotional needs.
- What helped? What didn't help?

> **Parent Skill-BUILDER: Self-Control** (understand child's point of view; take a time-out; getting help)

> **Situation 3: Defiant Behavior** (4:36)

Estella overreacts when her toddler plays with a t.v. remote at her sister-in-law's house (respected, secure, important)

Suggested Stopping Point

Discuss questions that appear on screen:

- Think about how Estela met her toddler's critical emotional needs.
- What helped? What didn't help?

> **Parent Skill-BUILDER: Creating a Community** (join or create a parent group; places to meet; benefits to parents and children)

How to Raise Emotionally Healthy Children

Program Overview

Volume 3: Preschoolers

> = *program skip points*

> **Introduction** (1:00)

> **The Five Critical Emotional Needs of Preschoolers:** respected, important, accepted, included, and secure (8:14)

Suggested Stopping Point

At end of this section you have the option to pause and discuss how viewers' emotional needs were met when they were children:

- How were you included in family events?
- How were you treated when you did something wrong?
- Is there anything you would like to do differently now that you are a parent?

> **Situation 1: Fighting Siblings** (6:04)
Jeannie gets over-involved in a conflict between her two daughters (important, accepted, secure)

Suggested Stopping Point

Discuss questions that appear on screen:

- Think about how Jeannie met her preschoolers' critical emotional needs?
- What helped? What didn't help?

> **Parent Skill-BUILDER: Resolving Conflict** (basic rules when discussing conflict; "I" statements; signs of escalation; taking breaks; making requests; professional help)

> **Situation 2: Getting Attention** (4:35)

Marcus ignores his son when a phone call interrupts their game (respected, included, important)

Suggested Stopping Point

Discuss questions that appear on screen:

- Think about how Marcus met his preschooler's critical emotional needs.
- What helped? What didn't help?

> **Parent Skill-BUILDER: Work/Life Balance** (avoid over-extending yourself; prioritize regenerating activities; share household work)

> **Situation 3: Power Struggles** (5:51)

Daniela threatens her daughter when she refuses to wear something warm (secure, accepted, important)

Suggested Stopping Point

Discuss questions that appear on screen:

- Think about how Daniela met her preschooler's critical emotional needs.
- What helped? What didn't help?

> **Parent Skill-BUILDER: Family Communication** (family meetings; safe and honest communication; setting limits; family decisions)



Discussion Questions

1. One question or concern I have about parent-child relationships is:
2. One thing my parents did that was not good for me emotionally as a child was:
3. One thing my parents did that was good for me emotionally as a child was:
4. One way that my parents included me in family events was:
5. One way that I was treated disrespectfully was:
6. One way that I was treated respectfully was:
7. One thing my parents did that made me feel unimportant was:
8. One thing my parents did that made me feel important was:
9. One thing that I would like to do differently now that I am a parent is:



Become a Student of Your Own Behavior

Reflecting on your behavior helps you learn about yourself and your parenting patterns. At the end of each day, briefly answer each of the questions below.



1. Which of my actions today were positive in regard to my child's five critical emotional needs?

2. Which of my actions today were negative in regard to my child's five critical emotional needs?

3. What did I learn about myself: attitudes, behavior, strengths, and weaknesses?

4. If I were doing today over again, what would I do differently?

5. Comments and/or questions about my child's or my own attitudes and behavior:

Parent Self-Care Plan

Taking care of yourself allows you to recharge your batteries so you can care for your child. Complete questions 1 and 2 below, and then create a personal self-care plan.



1. Activities I participate in and plan to continue for pleasure, leisure, health, and learning:

Activity	Frequency	With whom

2. New activities I would like to add (or replace) to the list above:

Activity	Frequency	With whom

3. Use the information from the lists in #1 and #2 to prepare a 3-, 6-, and 9-month plan. Be specific about activity, frequency, location, time, and with whom.

3 Months:

Activity	Frequency	With whom

6 Months:

Activity	Frequency	With whom

9 Months:

Activity	Frequency	With whom



Family Meeting Guide

Family meetings are an activity for parents and children to do on a regular basis. Family meetings give you a chance to share feelings, information, and experiences. Families who meet regularly say that they:

- Connect and learn about each other
- Can see how well they are doing—as individuals and as a family
- Come up with ways to help each other do better
- Give family responsibilities and tasks to each member of the family
- Create family rules
- Make decisions
- Plan a family project or activity
- Identify and solve specific problems
- Learn how to contribute to the family and society

How to have a family meeting:

Start by meeting once a week to reflect on your week. Babies and toddlers can't participate at first, but as they get older they will. Parents teach young children how to communicate with others.

Rules: One person speaks at a time, no interruptions, and each person has permission to say anything. Each person takes a turn to discuss the following (keeping it short is okay):

Beginners:

One highlight or lowlight of my week was:

Advanced:

A behavior of mine that I *didn't like* was:

A behavior of mine that I *liked* was:

More advanced:

What have I done this week that you liked or didn't like?

Family Activities Plan

Doing activities together is how families connect, have fun, and learn about each other. Complete questions 1 and 2 below, and then create a family activity plan.



1. The activities family does together are:

Activity	Frequency	Where	With whom

2. New activities I would like to add (or replace) to the list above:

Activity	Frequency	Where	With whom

3. Use the information from the lists in #1 and #2 to prepare a 3-, 6-, and 9-month family plan. Be specific about activity, frequency, location, time, and with whom.

3 Months:

Activity	Frequency	With whom

6 Months:

Activity	Frequency	With whom

9 Months:

Activity	Frequency	With whom

Activity Ideas: games, reading, walks in nature, visiting a park, playing a sport, home projects, gardening, crafts, collecting, drawing, painting, dancing, playing or listening to music, social activities, going to a museum or children’s performance, education, entertainment, volunteer activities

Daily Parent Journal

Becoming a Student of My Own Behavior

Guiding Questions:

Which of my actions today were positive in regard to my child's five critical emotional needs?

Which of my actions today were negative in regard to my child's five critical emotional needs?

What did I learn about myself: attitudes, behavior, strengths, weaknesses?

If I were doing today over again, what would I do differently?

Comments/questions about my child's or my attitudes and behavior.



Organization name:

Make a "5 Critical Emotional Needs" Card

Important (confidence)

- Give babies and children things to do
- Let kids do things for themselves, at their pace
- Offer choices you approve
- Let them make decisions
- Ask about preferences, and act on them
- Acknowledge efforts instead of criticizing

Accepted (positive self-esteem)

- Stay calm when kids express their feelings and opinions
- Ask about their feelings, even if you don't agree with them
- Don't judge or ridicule their opinions and feelings

Respected (kindness for self and others)

- Talk less and listen more
- Be kind: say please, thank you, and I'm sorry
- Admit mistakes and apologize
- Don't lie, even little ones
- Avoid anger and sarcasm
- Don't yell at or put kids down

Secure (positive attitude)

- Show affection
- Provide a safe environment and routine
- Resolve conflicts fairly
- Involve kids in setting limits and consequences
- Don't add stress by discussing adult issues around your child

Included (essential part of family)

- Talk to babies and children about what's happening
- Give children responsibilities
- Do family activities together
- Allow children to participate in family discussions





This video series is based on the highly acclaimed book by Gerald Newmark, PhD, entitled *How to Raise Emotionally Healthy Children: Meeting the Five Critical Needs of Children...and Parents Too!*

For further information about Dr. Newmark's organization, to order copies of the book in Spanish or English, or to find out about special volume discounts on the book, contact:

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